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| **Title** | **Cyberbullying Actions and Feelings** |
| Unit | Cyberbullying |
| PA Standards | 5. Digital Citizenship  Students understand human, cultural, and societal issues related to  technology and practice legal and ethical behavior.  a. Students advocate and practice safe, legal, and responsible use of  information and technology. |
| Learning Objective | **Goal:**  Students will create a poster increasing public awareness of cyberbullying.  **Objectives:**  1. Working in groups of 5, students will analyze and describe cyberbullying and contributing behaviors observed in the video, “At A Distance”.  2. Individually, students will generate a diary entry for the victim of cyberbullying in the video, “At A Distance”. |
| Assessment  “At a Distance” Rubric | Action-Reaction Worksheet Rubric   |  |  |  | | --- | --- | --- | | Proficient 5 | Developing 3 | Beginner 1 | | Lists 3 character behaviors from the movie | Lists less than3 character behaviors from the movie | Lists less than3 character behaviors from the movie | | Lists 3 reactions by other characters to those behaviors. | Lists less than 3 reactions due to those behaviors. | Lists less than 3 reactions due to those behaviors. | | The behaviors and reactions align with the character’s conduct in the movie. | The behaviors and reactions align with the character’s conduct in the move. | The behaviors and reactions do not align with the character’s conduct in the move. |   Prevention & Categorizing Rubric   |  |  |  | | --- | --- | --- | | Proficient 5 | Developing 3 | Beginner 1 | | Correctly categorizes all behaviors as bullying, cyberbullying or neither. | Correctly identifies at least 2 behaviors as bullying, cyberbullying or neither. | Does not correctly list any of t he behaviors in the correct category. | | Lists at least two courses of action to prevent bullying/  cyberbullying. | List at least one course of action to prevent bullying/ cyberbullying. | Does not list any other courses of action for the characters. | | The course of action is consistent with stopping or preventing cyberbullying. | The course of action is consistent with stopping or preventing cyberbullying. | No course of action is listed. |   Participation   |  |  |  | | --- | --- | --- | | Proficient 3 | Developing 3 | Beginner 1 | | Student participated 5 times during discussion, using all popsicle sticks. | Student participated 3-4 times during the discussion, using 3-4 popsicle sticks. | Student participated less than 3 times during the discussion. |   Job Performance   |  |  |  |  | | --- | --- | --- | --- | | Job | Proficient 5 | Developing 3 | Beginner 1 | | Timekeeper | Group finished task in time allotted. Reminded group of 15 and 25 minute marks. | Group did not finish task in time allotted. Reminded group of 15 and 25 minute marks. | Group did not finish and did not remind group of 15 and 25 minute marks. | | Moderator | Kept group discussion organized. Made sure to call on all group members equally. | Kept group discussion organized but did not call on all members equally. | Did not keep group discussion organized and did not call on members equally. | | Assessor | Collected all popsicle sticks as group members participated. |  | Did not collect popsicle sticks from group members as they participated. | | Recorder | Accurately recorded the groups’ answers to the worksheet. | Somewhat accurately recorded the groups’ answers to the worksheet. | Did not accurately record the groups’ answers to the worksheet. | |
| Link | Ask students to refer to the Cyberbully Virus Pictures from “Defining Cyberbullying” Lesson. Ask students to briefly tell what the “viruses” represent. (Students may refer to the Wall of Viruses if one was created) (5 minutes) |
| Educate | Students will be divided into groups of 5. Each group will be assigned a character from the movie “At A Distance” and given 2 corresponding worksheets (Action-Reaction and Prevention/Action Plan). Teacher will tell students they are going to watch a short movie about bullying and cyberbullying. As they watch, they should look for signs of bullying or cyberbullying by their character AND what affects those actions have on the feelings and actions of others. (5 minutes) |
| Active Learning | Students will watch the video “At A Distance” except the end. (5 minutes)  Following the movie, each group will complete their character’s 2 worksheets on their actions and the consequences. Students may refer back to the video.  Students will be assigned a different job in the group to ensure full group participation: timekeeper, moderator, assessor, and 2 recorders (30 minutes) |
| Reflect and Review | HOMEWORK: Students will plan out their Cyberbullying Awareness Poster. |
| Next Steps | Students will create a Cyberbullying Awareness Poster |

**Extension Activity 1:**

Students will create a diary entry for Emma using the Diary prompt provided.

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***Name***

Directions:

A diary or journal is a book where people write down how they feel about things that are happening to them. Think back to the things that happened to Emma in the movie. Imagine if you were Emma and those things happened to you. How would you have felt?

Write a journal entry from Emma’s point of view. Be sure to include the following:

1. At least 2 things that happened to you in the movie.
2. How they made you feel.
3. What are you going to do about it? (Tell your actions or if you will take no action)
4. Tell why you think that is the best way to handle it?

Write your entry below. You can use as much space as you need.

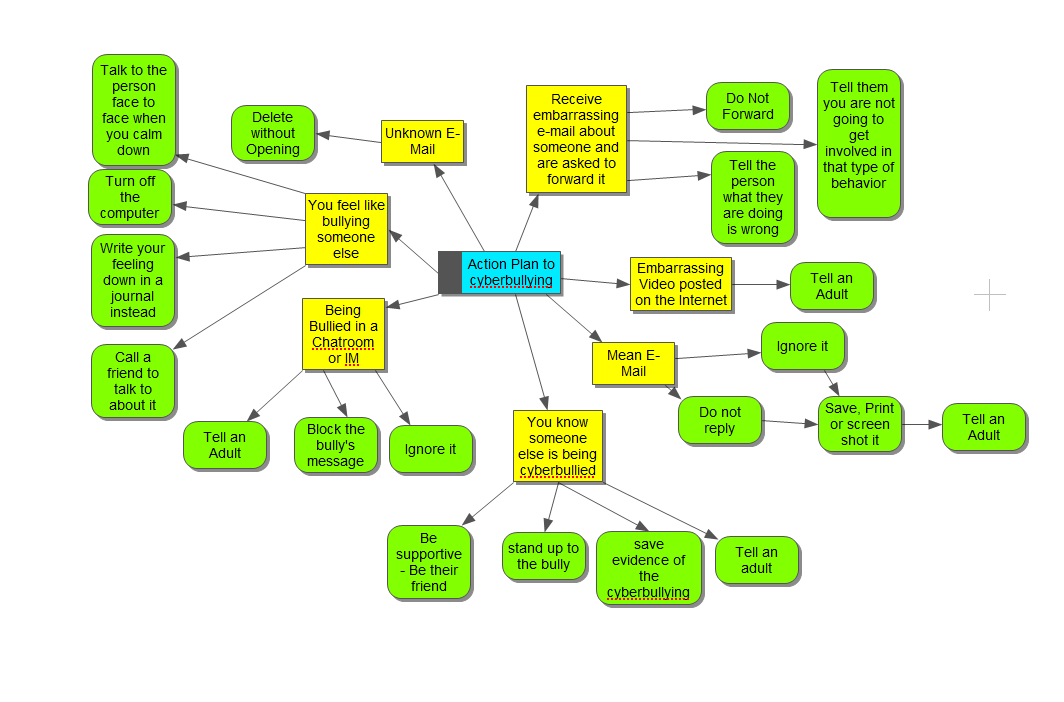
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Journal Prompt – Rubric

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| Topic | Exemplary 8 | Accomplished 4 | Developing 2 |
| Events | Includes 2 events (behaviors) that Emma encountered in the video. | Includes only one event (behavior) that Emma encountered. | Does not include any events or behaviors that Emma encountered. |
| Feelings | Provides specific details of how Emma felt as a result of the behavior. Uses appropriate and varied adjectives to describe feelings. | Some details of how Emma felt are included but not very well expressed. Limited use of describing adjectives. | Does not provide any details of how Emma felt about the behaviors she encountered. |
| Interpretation Others Behavior | Expresses a well thought out theory of why children behaved the way they did. | Express a theory of why children behaved the way they did but it is not very well thought out. | Does not express any theory of why children behaved the way they did. |
| Action Plan | Expresses a course of action or not which is supported by clear expression of reasons. | Expresses a course of action or not but is not supported by reasons. | Does not address an action plan or failure to act or why. |
| Writing | Writing clearly expresses the answers to the assigned questions. | Writing clearly expresses the answers to the assigned questions. | Writing is unclear in addressing the assigned questions. |

**Extension Activity 2:**

Students will create an action plan for various cyberbullying scenarios using Inspiration/Webspiration/Kidspiration.



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[K:\Cyberbullying\Plan 4 Blair\Action Plan Teacher Version 8.isf](file:///K:\Cyberbullying\Plan%204%20Blair\Action%20Plan%20Teacher%20Version%20%208.isf)